

Student Planning Brief

Project:

Students:

Date:

The overall challenge that defines this project is:

We intend to investigate:

We need to complete the following activities:

What will we do?

How will we do it?

Date Due:

Adapted from Isecke & Schillinger (2006)

Student Planning Brief, *Continued*

We need the following resources and support:

At the end of the project, we will demonstrate learning by:

What?

How?

Who and Where?

Student Learning Log

Project:

Date:

Students:

We had the following goals:

We accomplished the following:

Our next steps are:

Our most important concerns/problems/questions are:

We learned:

Student Product Brief

Project:

Students:

Date:

What product do we want to construct?

What research do we need to conduct?

What are our responsibilities for this project:

Name:

Name:

Name:

Name:

Student Product Brief, *Continued*

We expect to learn the following from working on this product:

We will demonstrate what we've learned by:

We will complete the product by:

Student Presentation Brief

Product:

Students:

Date:

What will the audience learn from our presentation?

What part of the group presentation am I responsible for?

Name	
Name	
Name	
Name	
Our plan to make a successful presentation:	
Name	
Name	
Name	
Name	

Student Presentation Brief, *Continued*

We expect to learn the following from making this presentation:	
Name	
Name	
Name	
Name	
Specific skills we plan to work on are:	
Name	
Name	
Name	
Name	
We will need to following technology/equipment for our presentation:	
We will need the following visual for my presentation:	

GROUP OBSERVATION CHECKLIST

Project:

Students:

Date:

Observe the group for five to ten minutes. Check the boxes that best describe group members participation.

All

Most

Some

Few

Members
N/A

Members

Members

Members

When starting a new task, group members

Agree on an agenda or plan

Begin work promptly

Get out project materials

Share responsibilities

Figure things out without
teacher assistance

When conducting research, group members

Consult primary sources

Take notes

Have relevant conversations

Stay on task

Evaluate the significance of
New information

When discussing project work, group members

Ask clarifying questions

Give each other a chance to speak

Make decisions efficiently

Record decisions and plans

Share essential information

Stay on task

END-OF-PROJECT SELF ASSESSMENT

Project:

Student:

Date:

I completed the following tasks during the project:

As a result, I learned the following:

About the subject matter:

About working in a group:

About conducting an investigation:

About presenting to an audience:

I learned my strengths are:

I learned I need to work on:

I would make the following changes if I were to do this project again:

Name_____

CATEGORY	4	3	2	1
Group Participation	All students participated enthusiastically	At least $\frac{3}{4}$ of students actively participated	At least $\frac{1}{2}$ of students confer or present ideas	Only one or two persons actively participated
Role/Shared Responsibility	Each student assigned a clearly defined role; group share in responsibility evenly.	Each student is assigned a role but roles not clearly defined and responsibility is shared by most group members	Students assigned roles but roles were not consistently adhered to and responsibility is performed by $\frac{1}{2}$ the group.	No effort made to assign roles and one person took on the responsibility role in the group.
Quality of Interaction	Excellent leadership and listening skills exhibited; students reflect awareness of other's views and opinion in discussions.	Students show proficiency in group interaction; lively discussion centers on the task.	Some ability to interact; attentive listening; some evidence of discussion or alternatives.	Little interaction and only brief conversations. Some students show disinterest or are distracted.
Research and Note taking	Journal indicates accuracy researching a variety of sources, interpretation of significant ideas, and evaluated alternative point of view.	Journal indicates relevant information from multiple sources of information, and evaluated relevant information.	Journal indicates misinterpreted statements, and questions failed to identify relevant arguments.	Journal is incomplete or indicates that little or no effort was put into group interaction
Readability of Journal	Text is appropriate in length. Easy to follow and logical sequence.	Text is somewhat appropriate in length and some logic is followed.	Text is lacking in length and there is a lack of logic in text.	The text is extremely difficult to read and no logical order is followed.
Personal reflection on usefulness and applications	Journal reflects application in students' lives now or in the future	Journal reflects some application in students' lives or in the future	Journal reflects some but very little application in students' lives or in the future	No journal, or journal not relevant to classwork
TOTAL				

Sample Checkbook and Journal Bell Works

Start with \$100 in your check register.

Write a check for \$28.25 to Yummy in the Tummy Grocers for food. Be sure to subtract it in your check register.

Your A. Student 2828 Harrison Blvd Ogden, UT 83303	101 Date _____
PAY TO THE ORDER OF _____ \$ _____	
_____ DOLLARS	
<div style="display: flex; align-items: center;"><div>Tiger Bank Ogden, UT 83303</div></div>	
FOR _____	
:1212121212': 34343434" 0101"	

Write a check for \$65 to Stay Warm Gas Company for an equal payment for heating. Be sure to subtract in your check register.

Your A. Student 2828 Harrison Blvd Ogden, UT 83303	102 Date _____
PAY TO THE ORDER OF _____ \$ _____	
_____ DOLLARS	
<div style="display: flex; align-items: center;"><div>Tiger Bank Ogden, UT 83303</div></div>	
FOR _____	
:1212121212': 34343434" 0102"	

JOURNAL: Summarize your understanding of Financial Literacy and its role in your life.

JOURNAL: Define your goals.